Type of School: (Check all that apply)   [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Mrs. Eileen Young

Official School Name: Sunnyside Elementary School

School Mailing Address:
    9972 East Russell Avenue
    Garden Grove, CA 92844-2431

County: Orange   State School Code Number*: 30-66522-6028781

Telephone: (714) 663-6158   Fax: (714) 663-6068

Web site/URL: http://www.ggusd.k12.ca.us/sunnyside/   E-mail: eyoung@ggusd.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I -
Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

                                                                         Date

(Principal's Signature)

Name of Superintendent*: Dr. Laura Schwalm

District Name: Garden Grove Unified School District   Tel: (714) 663-6111

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I -
Eligibility Certification), and certify that to the best of my knowledge it is accurate.

                                                                         Date

(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Lan Nguyen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I -
Eligibility Certification), and certify that to the best of my knowledge it is accurate.

                                                                       Date

(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager
(aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director,
Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room
5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1.   The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2.   The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2004.

6.   The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7.   The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8.   OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9.   The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10.   There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

47	Elementary schools (includes K-8)
10	Middle/Junior high schools
7	High schools
0	K-12 schools
64	**TOTAL**

2. District Per Pupil Expenditure: 9258

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [X] Urban or large central city
    [   ] Suburban school with characteristics typical of an urban area
    [   ] Suburban
    [   ] Small city or town in a rural area
    [   ] Rural

4.   5   Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	40	35	75
K	59	28	87	7			0
1	46	36	82	8			0
2	45	33	78	9			0
3	38	45	83	10			0
4	28	42	70	11			0
5	41	25	66	12			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					541

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
54	% Asian
1	% Black or African American
37	% Hispanic or Latino
1	% Native Hawaiian or Other Pacific Islander
5	% White
1	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: __19__ %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	49
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	52
(3)	Total of all transferred students [sum of rows (1) and (2)].	101
(4)	Total number of students in the school as of October 1.	541
(5)	Total transferred students in row (3) divided by total students in row (4).	0.187
(6)	Amount in row (5) multiplied by 100.	18.669

8. Limited English proficient students in the school: __68__ %

Total number limited English proficient __369__

Number of languages represented: __13__

Specify languages:

Vietnamese, Spanish, Korean, Mandarin, Filipino, Cantonese, Khmer, Farsi, Bengali, Gujarati, Japanese, Pashto, Turkish

9. Students eligible for free/reduced-priced meals: __67__%

        Total number students who qualify: __363__

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __7__%

    Total Number of Students Served: __39__

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	2	Other Health Impaired
0	Deaf-Blindness	9	Specific Learning Disability
0	Emotional Disturbance	28	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	20	3
Special resource teachers/specialists	2	3
Paraprofessionals	0	8
Support staff	3	6
Total number	26	20

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 __24__ :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	98%	98%	97%	98%
Daily teacher attendance	90%	86%	95%	91%	95%
Teacher turnover rate	4%	17%	13%	12%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher attendance rates under 95% in 2008-2009, 2007-2008, and 2005-2006 were due to teachers taking maternity leave.

The 17% teacher turn over rate in 2007-2008 was due to the excess of one teacher, the retirement of one teacher, the resignation of one teacher, and the promotion to Teacher on Special Assignment in the Department of K-6 Instruction for one teacher.

The 13% teacher turn over rate in 2006-2007 was due to the resignations of two teachers and the retirement of one teacher.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Sunnyside Elementary School is one of 47 elementary schools in the Garden Grove Unified School District, a district serving communities in Garden Grove and portions of Anaheim, Cypress, Fountain Valley, Santa Ana, Stanton and Westminster cities located in Orange County, California.

Built in 1950, Sunnyside began as a rural elementary school surrounded by farm land. "When I attended Sunnyside 50 years ago, and lived across the street, we had no sidewalks, no apartment buildings, and no fences." states Gayle Faragher. Eucalyptus trees surrounded acres of vegetable and animal farms. There were no freeways, gas stations, or car dealerships close by. Although the rural community of Garden Grove has transformed into a large urban city, there are still some things that remain constant, according to Gayle Faragher. "The grounds are still pristine and well cared for. The grass, trees, and entire school are still clean and beautifully kept."

Unlike 60 years ago when the population was comprised of one ethnicity, Sunnyside now celebrates a rich blend of diverse cultures and languages among the 555 students in attendance. With 54% Asian (Vietnamese, Korean, Chinese), 37% Hispanic, as well as over 9 other languages spoken by students and their families, a learning environment unique in and of itself is established where cultures are both shared and honored.

Sunnyside's ethnically diverse community is supported by a caring and dedicated staff that focuses on teamwork in setting and maintaining high standards for every student. All students have multiple opportunities to meet and exceed California state content standards in a safe and nurturing environment. High expectations for student success set a precedence of rigor in Sunnyside classrooms. Using the Response to Intervention (RtI) model, data is used to analyze and tailor the instruction of each child's academic program. Our highly qualified Sunnyside teachers strive to incorporate the most up-to-date research-based strategies and best practices to differentiate and enrich academic content in order to meet the needs of all students. Using various forms of data, staff members regularly collaborate in vertical and horizontal teams to ensure student success.

Sunnyside Elementary is a school that belongs to its community. Teachers and staff work diligently to inspire and encourage the participation of our parents and our community in an effort to create a support system for all students. Our office staff includes Vietnamese, Spanish, and Korean speaking liaisons and all PTA and community meetings are simultaneously translated. Since many of our parents have had little or no experience with education beyond high school, we offer a ten-hour program entitled The Ten Educational Commandments. Proven to be very popular for its comprehensive overview of the educational system and the options available for students post graduation, it is serving to empower parents as they seek to support their children at Sunnyside. We have seen a dramatic increase in participation and interest from the parents who have completed this course by welcoming parents from and working in conjunction with other neighboring schools. Our Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Committee (ELAC) represent a vibrant mixture of culture and socioeconomics where the success of each child is the common goal. Additional parent resources made available through our office include: referrals for medical, dental, and vision care for the uninsured and under-insured, as well as Adult English Learner classes. Sunnyside partners with the American Red Cross, the Garden Grove Clinic, Garden Grove Assistance League, Elks Lodge, Boys and Girls Club of Garden Grove, and Healthy Smiles to provide necessary services to families in need.

Recognizing parents as a key to every child's success, teachers and the community work collaboratively and have built a support system for all students. A comprehensive parent leadership component has grown into a powerful and active PTA. Sunnyside parents are involved in a range of activities from goal setting conferences to parent education nights to volunteering in classes. Using the Single Plan for Student Achievement (SPSA) parents, community and the Sunnyside staff are united, where the success of each child is the common goal.

Even though school demographics have drastically changed throughout its 60 year existence, the school remains a well-preserved testament to its founding principles and continues to celebrate excellence in learning. With 67% of its student population eligible for free or reduced-price meals, Sunnyside students are nonetheless demonstrating that all students can succeed.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Each spring Sunnyside Elementary administers the California Standardized Test (CST) and, until recently, has administered the California Achievement Test, 6th Edition (CAT6). The CST exam, aligned with California Content Standards, is given to grades two through six in Mathematics and English Language Arts (ELA). CST student performance levels are measured by using the following criterion: Far Below Basic, Below Basic, Basic, Proficient, and Advanced Proficient. It is the goal of the State of California, a mission of Garden Grove Unified School District, as well as a constant drive at Sunnyside Elementary to ensure all students achieve and maintain proficient and advanced levels in ELA and Mathematics.

California schools are held accountable through the avenue of an Academic Performance Index (API) score. The scores, ranging from 200-1000, are based on school wide CST and CAT6 performance. Over the past five years, the API score at Sunnyside Elementary has grown a total of 75 points, from a score of 793 in 2005 to 868 in 2009. Sunnyside continues to exceed the state established goal of 800.

The Academic Yearly Progress (AYP) score measures the percent of students scoring Proficient or Advanced in Math, English Language Arts each year. The success of our students over the past five years, as measured by the AYP, encourages us to strive harder to meet this goal. Examples of Sunnyside's consistent and continuous growth are evident in the data below. Additional data information can be found at http://dq.cde.ca.gov/dataquest.

The following data reflects the percentage of students scoring Proficient or Advanced in ELA: 44.5% in 2005, 52.4% in 2006, 53% in 2007, 60.3% in 2008 and 63.3% in 2009. School wide, Sunnyside has demonstrated an overall growth of 18.8% over the past five years in ELA, which has exceeded district growth averages.

The following data reflects the percentage of students scoring Proficient or Advanced in Math: 66.8% in 2005, 70.9% in 2006, 72% in 2007, 74.9% in 2008 and 80.5% in 2009. A school wide total of 13.7% growth has occurred over the past five years, which has exceeded district growth averages.

Our four subgroups of students tested include: Asian, Hispanic, Socio-Economically Disadvantaged (SED), as well as English Learners (EL). Of all ethnicities and subgroups represented at Sunnyside, these specific subgroups represent the largest percentage of our current student population. Currently for the 2009 school year, our Asian subgroup constitutes 54% of our population, Hispanic 37%, SED is 67%, and our EL subgroup is 68%. All subgroups demonstrate substantial progress in ELA and Mathematics based on the CST. The progress for each subgroup is as follows:

In ELA, our subgroups of students progressed from 2005 to 2009 overall: 23.1% Asian, 13.3% Hispanic, 21.3% SED, and 20.4% EL.

In Math, our subgroups of students progressed from 2005 to 2009 overall: 25.1% Asian, 16.6% Hispanic, 14.2% SED, and 12.5% EL.

Throughout the past five academic school years, the CST scores have increased in the area of ELA as follows: 22.23% in Grade 2, 18.33% in Grade 3, 23.94% in Grade 4, 21.71% in Grade 5, and 21.97% in Grade 6.

Throughout the past five academic school years, the CST scores have increased in the area of Math as follows: 1.61% in Grade 2, 12.61% in Grade 3, 12.26% in Grade 4, 33% in Grade 5, and 13.98% in Grade 6.

Looking at Sunnyside's CST test data, it is exciting to note that the number of students at the Proficient and

Advanced range continue to increase at all grade levels. As evidenced through the data, Sunnyside continues to progress towards ensuring all students meet or exceed grade level standards as identified by the State of California.

2. **Using Assessment Results:**

Assessment results are a critical instructional tool, which provide an academic snapshot of each individual child at any particular moment throughout the school year. Prior to the beginning of school, staff members begin analyzing the results of the CST, 3rd trimester benchmarks, spring district writing assessments, Dynamic Indicators of Early Literacy Skills (DIBELS), and the K-6 Comprehensive Literacy Assessment (CLA). Based on these assessment results, as well as data from the California English Language Development Test (CELDT) for EL students, teachers create fluid and flexible instructional groups. Teachers identify individual student needs and plan appropriate initial interventions. Using multiple formal and informal assessments, teachers collaborate weekly to review student data and make modifications and adjustments for future instruction. Monthly student study team (SST) meetings are held at each grade level where every at-risk or potentially at-risk student is discussed and interventions are prescribed by the SST Team. The team consists of: the principal, psychologist, speech and language teacher, teacher on special assignment (TOSA), and grade level teachers.

Sunnyside has in place a three-tiered intervention model. Tier 1 allows for targeted reteaching or preteaching of specific skills embedded in differentiated instruction and during daily Universal Access time. Tier 2 provides for students who are significantly below grade level in a particular area to be pulled out for extended opportunities that address learning gaps. Tier 3 is intensive intervention for individuals intended for students identified as being at-risk of retention. In addition to interventions for students not meeting standards, challenging opportunities to extend learning are planned for students who meet and exceed standards. All accommodations and interventions are documented throughout the year and passed on to next year's teacher to ensure seamless transition from grade level to grade level. This in turn sets students up for success the following school year.

3. **Communicating Assessment Results:**

Developing and maintaining positive relationships with the Sunnyside community, parents and students an integral component to Sunnyside's student successes. The importance of communication cannot be overstated, thus all performance data is made available in English, Spanish, Vietnamese, and Korean. Before the school year starts, parents and students receive invitations to meet their teacher. Teachers then use this opportunity to assess students in reading and math. Due to California's current budget crisis, Sunnyside teachers volunteered their time to meet with parents and students. As one teacher stated, "This provides the perfect opportunity to assess what each child knows, and tailor my instruction to meet the students' needs. It also allows me to introduce myself to parents and understand what they expect from me and what I can do to support them in supporting their child."

Sharing pertinent, accurate and timely assessment information with parents and the community is a priority at Sunnyside. Parent-student-teacher conferences are just one way Sunnyside teachers communicate student progress toward mastery of standards. CST and CELDT student results, along with beginning of the year diagnostic tests, form the basis for our fall goal setting conferences. Translation is available for parents with limited or no English as results are interpreted and shared; individual student goals are formed; and a mutual understanding is established. This sets a precedent for the remainder of the school year, which is to form a partnership between the parents, the student, and the school to support and ensure student success. This is revisited in the spring where student-led conferences are conducted. During the conference, students articulate which grade level standards they are currently working on, and demonstrate for their parents a standards-based reading, writing, and math activity. They also explain specific goals they set for themselves and set future goals based on assessments.

In addition to conferences, we utilize the Ten Educational Commandments parent training to educate our

community in how to read, interpret, and utilize assessment data. Between conferences, parents are updated through the use of Data Director reports, report cards, progress reports, Individual Education Plans (IEP), and individual parent meetings as requested by the teacher or parent.

As important as each student's performance is to his or her parent, likewise, the overall performance of our school is to our community. Our school board, district administration, fellow elementary schools, and individuals within our community are kept aware of Sunnyside's progress through local and district newspapers, school website, and personal visits to our school.

4.   **Sharing Success:**

Garden Grove Unified School District is fortunate to have in place a collaborative model that allows our schools to share with one another our successes and best practices. Five elementary Leadership Academy cohorts of 9-10 schools meet three times a year for the purpose of staff development and alignment in accordance with our district goals. In both open forum model and small group discussions, schools share with one another their successes and challenges surrounding instruction and student achievement. Leadership Teams are made up of grade level representatives who in turn disseminate information to their peers. Topics of discussion are generally directed toward a specific area of curriculum or instructional method and are facilitated in such a way that the information shared is systematically and efficiently dispensed among all sites. To that end, our successes have and will continue to be shared throughout our district.

On a smaller scale, Sunnyside continuously welcomes, not only teachers and administrators from Garden Grove Unified School District, but those from other districts throughout Southern California with the purpose of sharing best practices. Our teachers continue to share our School Wide Instructional Model (SWIM) where students receive instruction according to their designated reading level. Visitors also come to observe differentiated instruction, math, and direct instruction. Another way Sunnyside teachers have shared with educators in GGUSD is through the use of videotaped math lessons. These lessons are provided to all school sites to be used as a learning tool.

Sunnyside teachers also participate in Learning Walks, which are focused on the school action plan. All teachers have the opportunity to observe, analyze, and discuss a key question or focus tied into student achievement. These walks also serve to hold us accountable to the learning objectives set by data analysis. All walks conclude with a debriefing session where teachers discuss, ask questions and share resources.

In the event Sunnyside Elementary is awarded the National Blue Ribbon, we will utilize this honor as a way to continue to share best practices and successes with the educational community at large.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Sunnyside Elementary continues to focus on high standards in academic achievement for all students, which consistently draws us back to our California State Standards, as we faithfully implement our district adopted core curriculum.

Garden Grove Unified School District has adopted Houghton Mifflin as their Language Arts program for elementary schools. The program is divided into three main areas; word work, reading, and writing/language. The assessment pieces of all three components allow teachers to analyze data and differentiate appropriately. Embedded in the Houghton Mifflin curriculum are Universal Access strategies used to meet the needs of students identified as English Learner, extra support, on-level, or challenge. Lessons designed for EL students provide access to grade level text for even those with the most limited English. Faithful implementation ensures students have exposure to skills as they spiral over time, increasing in depth and complexity. Students who are more than two years below grade level participate in the Language! Program.

The Harcourt Brace Mathematics program builds conceptual understanding, develops logical reasoning, and promotes problem solving at all grade levels. Through hands-on learning and real world application, with continued emphasis on mastery of facts, students are given the building blocks necessary to meet and exceed grade level standards. Exposure to rigorous, high level problem solving prepares students to meet the demanding challenges of mathematics in today's society.

Our district adopted Social Studies programs take students from learning about their community all the way to exploring and understanding their global world. One of our programs is Scott-Foresman California History for Kindergarten through Fifth grade, and our second is Harcourt Reflections California series for Sixth grade. Both programs continue to provide lessons and tools which teach students about events, people, places, important events throughout our history.

Garden Grove Unified has adopted Macmillan/McGraw Hill Science for elementary schools. This inquiry-based program provides students with the opportunity to learn standards based concepts through the use of scientific methodology. Cooperative groups, direct instruction, and reciprocal teaching strategies are used in classrooms to inspire student curiosity and wonder regarding the field of science.

With 68% of our current population being EL, student success would not be possible if not for our targeted approach to English Language Development. Seeking to enhance both social and academic language acquisition, lessons are designed both vertically and horizontally. EL students receive 30 minutes of daily instruction using the district adopted program, English Now. Ongoing professional opportunities in Systematic English Language Development, as well as the use of other research based strategies such as preview/review, SDAIE, and Primary Language Support allow our teachers to meet the needs of our EL population.

In addition to the core curriculum, Sunnyside students participate in standards based physical education, music and art programs. Physical Education instruction follows the state mandate of 100 minutes per week, with many grade level classroom teachers teaming with one another to ensure students are taught specific skills. Students receive music instruction on a weekly basis, and upper grade students have the opportunity to participate in orchestra, band and chorus. Sunnyside PTA sponsors and funds Art Masters, a program which supplements and "brings to life" art lessons for the students. All students receive lessons throughout the year on famous artists and recreate a piece of art based on that artist's techniques.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Garden Grove Unified School District, in accordance with the state of California, adopts an English/Language Arts program every seven years. A consult, consisting of teachers representing all grade levels as well as administrative representation, participates in piloting and evaluating curriculum for adoption. Parents and community members are invited to see and ask questions about the curriculum as well. This allows all stakeholders the opportunity to evaluate how well the curriculum addresses state standards as well as if and how it provides opportunities for students to practice skills to mastery. Garden Grove currently is using Houghton Mifflin as the reading program for elementary schools.

Houghton Mifflin's comprehensive reading program, in compliance with NCLB legislation, focuses on a variety of skills that are effectively and efficiently taught at all levels. Oral language and comprehension, phonemic awareness, decoding skills, fluency, reading comprehension, writing, vocabulary, and study skills are all components of this program. Comprehension skills and strategies spiral throughout grade levels increasing in depth and complexity. This enables students to continue to revisit these comprehension skills as they progress in grade levels. Students that are reading more than two years below grade level receive instruction using Language!, a state adopted program.

Universal Access is a critical part of the Houghton Mifflin curriculum. As outlined by the California ELA Framework, Universal Access is time set aside daily for small group instruction and targeted intervention. The purpose of Universal Access is to differentiate instruction to meet every child's needs.

3.   **Additional Curriculum Area:**

Our mission is to ensure all students become lifelong learners and productive members of our society. Specifically, it is our goal to ensure that all students have the opportunity to choose from a wide variety of options including four-year colleges and universities, technical education, or a skilled career. Our mathematics program is designed to give students the conceptual and critical thinking skills necessary to achieve these goals.

Harcourt Brace focuses on critical thinking skills and spirals these skills at each grade level. Using the California State Standards along with Harcourt Brace as a guide, teachers backwards plan, looking at where students need to be by the end of the year, laying out a plan to ensure that all standards are covered. In addition, teachers follow a direct instruction lesson design where learning is scaffolded and responsibility is gradually released to the student. Instruction is deliberately planned to engage students as active participants in the lesson with frequent checks for understanding. At the conclusion of a lesson, students collaborate and take ownership of their work by presenting it to the class.

Assessments are an integral part of our math program. Teachers use weekly quizzes, unit tests, math fact assessments, trimester benchmark exams, and informal assessments to guide instruction and provide necessary scaffolds to ensure that all students are able to achieve proficiency. Scaffolds for EL students include small group instruction and primary language support for key concepts and vocabulary. Recognizing that math is regarded as a universal language, it is our goal that all students leave sixth grade confident in math skills that support them in higher level critical thinking skills required in advanced education.

4.   **Instructional Methods:**

Sunnyside Elementary is comprised of a diverse community of learners where all staff members, students, parents, and local community businesses assist in creating a school culture where every student has access to the core curriculum. Using data, teachers support and challenge students to move towards proficiency on grade level standards.

Understanding that early identification of students needing additional support is key to a child's academic, social

and emotional success, Sunnyside teachers provide extended day opportunities to support our Kindergarten students. Parent workshops are also provided to assist parents in understanding and supporting early literacy and learning skills. Following multiple assessments such as DIBELS, additional support is provided to Kindergarteners lacking foundational literacy skills such as concepts about print. Extended day intensive instruction with a specific focus is provided to students in a small similar abilities grouping. Additional extended day opportunities are provided to students working above grade level standards.

Student progress is closely monitored at monthly grade level Student Success Team (SST) collaboration meetings. At meetings, every teacher is given the opportunity to discuss students who are having difficulty achieving their potential academically, emotionally and socially. As students are addressed, we systematically define the problem and develop a plan for each individual child.   In addition to small group instruction that takes place in the classrooms, interventions also occur in our Learning Center with support from our Resource Teacher, Special Day Class Teacher, Part-time Categorical Teacher, and highly-trained instructional aides. These interventions may include: preview/review strategies, tier 2 interventions, peer and cross-age tutoring, as well as before and after school tutoring. All staff members work together to ensure the success of each and every student.

5.   **Professional Development:**

Teachers at Sunnyside realize that increasing student learning occurs only as a consequence of teaching to the rigor of the standards, improving their own knowledge and skill base, as well as actively engaging students. At Sunnyside, teachers are a cohesive group of educators participating and working together through district and site inservices, workshops, release days and staff meetings to ensure student success in meeting district and state standards. Professional development priorities are established through the evaluation of current research, California State Standards, and current student data.

Resources such as BTSA (Beginning Teacher Support and Assessment), new teacher workshops, the Garden Grove Unified School District Super Week Staff Development Days, and Orange County Department of Education are used to gain knowledge in identified areas of student need. Teachers select staff development opportunities based on their professional needs and interest in the identified area of focus. In the past year, all teachers have received training and are implementing Structured English Language Development, Write from the Beginning, Thinking Maps, Direct Instruction, Technology, and Math training. Extensive training is provided whenever data shows significant gaps in achievement. For instance, while analyzing CST, CELDT, and writing scores, it was evident that students needed additional support in writing strategies. As a result, additional on-site training was done in Write from the Beginning. We have subsequently seen an increase in the number of students at the proficient and advanced levels in writing strategies standards.

 Additionally, on site professional development is conducted based on our School Action Plan. For example, grade level specific trainings in Universal Access, math data analysis, and DIBELS analysis have recently taken place. Following each training, teachers analyze student data and apply new learning strategies.

6.   **School Leadership:**

Leadership at Sunnyside Elementary adheres to the tenants of mutual respect and teamwork. Every decision that is made must be filtered through the question "What is best for our students?" Part of the principal's strong leadership, according to a recent staff survey, is that "she is very involved with each students' academic achievement." Leading by example, the principal has an open-door policy. The survey further stated, "She always talks to students and discusses students with teachers. She is very into goal-setting and making students feel accomplished. She looks professional and parents and students love her!" 100% of staff members stated she demonstrates a commitment to the district goals for academic improvement in reading, math and English Language Development.

Following the principal's lead, our staff works together to ensure our school provides a consistently safe,

supportive, and equitable learning community. Sunnyside's leadership team ensures all programs are developed to address the needs of all students and are written into the School Action Plan. Each member of the leadership team, one teacher from each grade level, plays a strong role in ensuring rigorous academic standards are addressed and implemented throughout the curriculum at each grade level. Grade level collaboration meetings take place weekly. These meetings allow teachers and administration opportunities to share best practices, design appropriate student interventions, and reallocate funds and personnel to successfully meet the school wide goals.

At Sunnyside, every person on staff is an integral part of our team. To that end, everyone recognizes the significance of our relationship with students, parents, and the community. Knowing the importance of first impressions, our front office staff attended training entitled "Building Relationships." This communication based training encouraged all staff members, both classified and certificated, to "Take a second and make a difference" by treating students, parents, community members, and co-workers with courtesy, professionalism, and respect.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 2   Test: California Standards Test

Edition/Publication Year: 2005 - 2009   Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	78	70	81	65	76
% Advanced	59	31	41	31	44
Number of students tested	73	74	69	74	85
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	69	64	73	57	68
% Advanced	45	21	30	23	40
Number of students tested	49	47	37	44	40
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	63	70	76	52	55
% Advanced	38	31	18	19	18
Number of students tested	32	30	17	27	22
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	72	68	86	66	76
% Advanced	59	30	43	31	48
Number of students tested	54	63	56	64	66
6. Largest Other Subgroup					
% Proficient plus % Advanced	91	88	83	71	84
% Advanced	80	48	47	38	55
Number of students tested	35	40	49	42	55

Notes:

#6 Other Subgroup is Asian

Subject: Reading　　　　　　　　　　Grade: 2   Test: California Standards Test
Edition/Publication Year: 2005 - 2009　　Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	64	54	65	38	42
% Advanced	26	23	25	11	8
Number of students tested	73	74	69	73	86
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0		0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	59	43	57	30	34
% Advanced	16	15	16	9	5
Number of students tested	49	47	37	43	41
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	44	27	41	27	14
% Advanced	6	3	12	4	0
Number of students tested	32	30	17	26	22
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	59	52	69	40	43
% Advanced	26	21	27	11	8
Number of students tested	54	63	55	62	63
6. Largest Other Subgroup					
% Proficient plus % Advanced	80	75	73	49	54
% Advanced	40	38	29	15	12
Number of students tested	35	40	48	41	52

Notes:
#6 Other Subgroup is Asian

Subject: Mathematics   Grade: 3   Test: California Standards Test

Edition/Publication Year: 2005 - 2009   Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	80	75	65	70	67
% Advanced	55	53	37	46	24
Number of students tested	75	73	71	92	93
Percent of total students tested	100	97	99	99	97
Number of students alternatively assessed	0	2	0	1	1
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	77	66	56	66	63
% Advanced	47	44	30	44	19
Number of students tested	47	41	41	61	48
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	60	57	50	38	39
% Advanced	27	38	25	14	7
Number of students tested	30	21	28	29	28
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	78	66	58	64	61
% Advanced	49	40	24	36	21
Number of students tested	59	35	45	58	56
6. Largest Other Subgroup					
% Proficient plus % Advanced	93	85	75	87	83
% Advanced	78	60	44	65	33
Number of students tested	40	48	36	54	54

Notes:

#6 Other Subgroup is Asian

Subject: Reading Grade: 3   Test: California Standards Test
Edition/Publication Year: 2005 - 2009   Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	48	49	37	40	30
% Advanced	23	16	7	8	2
Number of students tested	75	73	71	93	94
Percent of total students tested	100	97	99	100	98
Number of students alternatively assessed	0	2	0	0	1
Percent of students alternatively assessed	0	3	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	40	38	32	33	31
% Advanced	17	8	7	8	2
Number of students tested	47	40	41	60	48
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	20	24	21	21	18
% Advanced	10	5	0	0	4
Number of students tested	30	21	28	29	28
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	42	29	22	23	15
% Advanced	19	0	2	7	2
Number of students tested	59	34	45	57	55
6. Largest Other Subgroup					
% Proficient plus % Advanced	68	61	47	49	34
% Advanced	33	21	11	13	2
Number of students tested	40	48	36	53	53

Notes:
#6 Other Subgroup is Asian

Subject: Mathematics   Grade: 4   Test: California Standards Test
Edition/Publication Year: 2005 - 2009   Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	90	91	79	79	77
% Advanced	68	61	58	65	59
Number of students tested	68	66	100	91	102
Percent of total students tested	97	100	99	99	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	85	90	74	72	78
% Advanced	60	61	51	60	60
Number of students tested	48	41	61	53	50
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	77	78	69	61	55
% Advanced	50	43	38	39	18
Number of students tested	22	23	32	33	22
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	87	85	75	69	73
% Advanced	57	56	49	48	51
Number of students tested	30	41	55	48	49
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100	85	94	85
% Advanced	81	71	68	82	73
Number of students tested	41	35	60	49	48

Notes:
#6 Other Subgroup is Asian

Subject: Reading   Grade: 4   Test: California Standards Test
Edition/Publication Year: 2005 - 2009   Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	82	73	62	72	58
% Advanced	49	38	32	37	26
Number of students tested	68	66	99	91	102
Percent of total students tested	97	100	98	99	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	77	71	58	64	50
% Advanced	45	37	25	26	26
Number of students tested	47	41	61	53	50
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	68	61	44	52	43
% Advanced	32	22	6	27	21
Number of students tested	22	23	32	33	42
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	80	63	45	54	35
% Advanced	27	29	18	17	10
Number of students tested	30	41	55	48	48
6. Largest Other Subgroup					
% Proficient plus % Advanced	87	80	70	86	68
% Advanced	56	49	47	43	28
Number of students tested	41	35	60	49	47

Notes:
#6 Other Subgroup is Asian

Subject: Mathematics   Grade: 5   Test: California Standards Test

Edition/Publication Year: 2005 - 2009   Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	90	64	73	63	57
% Advanced	46	36	38	29	27
Number of students tested	71	107	94	93	77
Percent of total students tested	100	99	99	100	99
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	88	62	63	56	43
% Advanced	44	32	35	26	18
Number of students tested	50	73	54	57	40
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	85	44	51	51	25
% Advanced	26	11	14	11	4
Number of students tested	27	36	35	37	24
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	86	55	61	51	51
% Advanced	24	29	32	15	17
Number of students tested	29	58	41	47	47
6. Largest Other Subgroup					
% Proficient plus % Advanced	94	75	85	72	76
% Advanced	60	54	56	46	42
Number of students tested	35	65	52	46	45

Notes:

#6 Other Subgroup is Asian

Subject: Reading   Grade: 5 Test: California Standards Test
Edition/Publication Year: 2005 - 2009 Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	62	50	60	47	40
% Advanced	20	20	19	16	10
Number of students tested	71	104	93	89	77
Percent of total students tested	100	96	98	96	99
Number of students alternatively assessed	0	4	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	64	44	57	41	38
% Advanced	20	16	11	9	3
Number of students tested	50	71	54	56	40
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	44	26	43	39	13
% Advanced	11	6	6	6	8
Number of students tested	27	35	35	36	24
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	38	38	38	21	28
% Advanced	7	11	8	2	2
Number of students tested	29	56	40	43	47
6. Largest Other Subgroup					
% Proficient plus % Advanced	71	67	73	51	53
% Advanced	26	29	29	23	13
Number of students tested	35	63	51	43	45

Notes:
#6 Other Subgroup is Asian

Subject: Mathematics   Grade: 6   Test: California Standards Test
Edition/Publication Year: 2005 - 2009   Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	62	67	58	67	48
% Advanced	39	28	16	20	11
Number of students tested	98	87	94	82	86
Percent of total students tested	95	99	100	100	100
Number of students alternatively assessed	5	1	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	60	63	55	69	49
% Advanced	36	31	15	13	11
Number of students tested	70	52	62	54	45
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	30	44	45	44	55
% Advanced	9	16	3	0	18
Number of students tested	33	32	36	27	22
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	41	54	39	63	39
% Advanced	25	26	7	22	7
Number of students tested	44	35	41	41	44
6. Largest Other Subgroup					
% Proficient plus % Advanced	81	85	65	82	60
% Advanced	60	37	29	31	18
Number of students tested	58	46	48	45	45

Notes:
#6 Other Subgroup is Asian

Subject: Reading   Grade: 6   Test: California Standards Test
Edition/Publication Year: 2005 - 2009   Publisher: Educational Testing Service

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	59	64	38	45	37
% Advanced	28	27	12	11	2
Number of students tested	98	87	93	82	86
Percent of total students tested	95	99	99	100	100
Number of students alternatively assessed	5	1	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	57	60	34	44	27
% Advanced	24	25	10	11	0
Number of students tested	70	52	62	54	45
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	33	47	25	30	34
% Advanced	12	6	3	0	3
Number of students tested	33	32	36	27	29
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced	34	43	5	34	16
% Advanced	7	9	0	7	0
Number of students tested	44	35	40	41	43
6. Largest Other Subgroup					
% Proficient plus % Advanced	76	76	40	58	41
% Advanced	38	39	19	18	0
Number of students tested	58	46	47	45	44

Notes:
#6 Other Subgroup is Asian